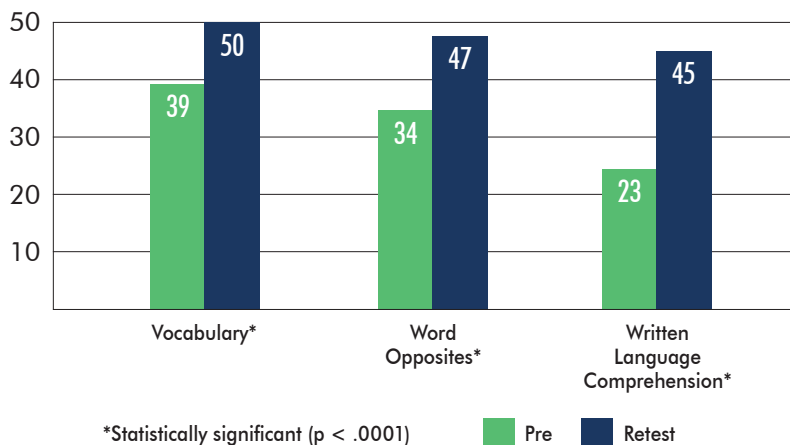




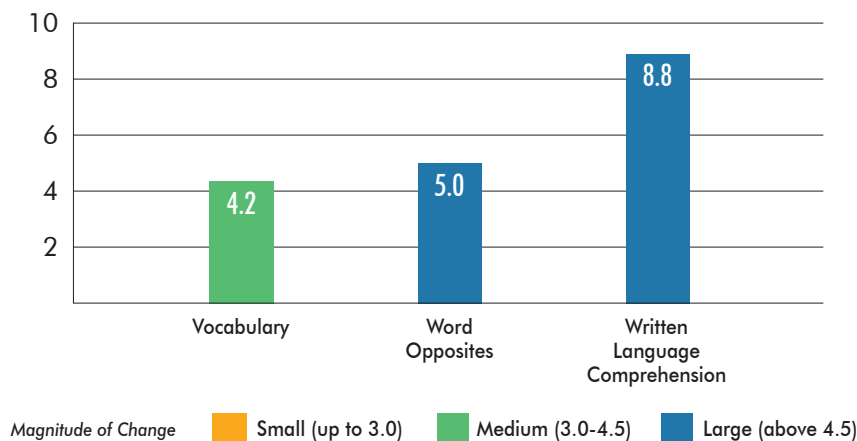
# Attention Deficit Hyperactivity Disorder (ADHD)

Students with a Prior ADHD Diagnosis  
Who Received Comprehension Instruction Only

Pre- and Retest Percentiles



Average Standard Score Changes



## Summary

**Lindamood-Bell Instruction Implemented:**  
Visualizing and Verbalizing

**Years:**  
Jan. 2008 - Sept. 2021

**Number of Students:**  
1,498

**Average Age:**  
12.8

**Average Instruction Hours:**  
107.2

**Results:** On average, students with a prior ADHD diagnosis with language comprehension difficulties who received Visualizing and Verbalizing instruction achieved significant improvements in comprehension. They made large (statistically significant) standard score changes on two of the three measures. Additionally, the 22-point percentile increase in Written Language Comprehension put these students within the normal range (25th–75th percentile).